

FE Week

ESOL FUNDING QUESTIONS FOR 2015/16



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CABLE TO THE RESCUE



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Joe laces up for marathon

By Samuel Hogbin

Media student Joe Ward has been pounding the streets for eight months to get ready for the Yorkshire Marathon.

The 19-year-old East Riding College learner hoped to raise around £500 for Macmillan Cancer Support with the run, which was due to take place on Sunday (October 8) in York.

Joe, who is doing a level three BTEC extended diploma in interactive media, chose the charity after helping direct a video about Hull mum-of-two Vicki Haley, who died from cancer in 2013, aged 41.

"Helping to make a video about someone who was ill made me want to assist Macmillan as much as I could," he said.

Media student Joe Ward. Visit www.justgiving.com/Joe-Ward1/ to donate

OFSTED REINSPECTION TIMEFRAME HALVED

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Ofsted proposals to halve the time between inspections of good FE and skills providers have been questioned by the Association of School and College Leaders (ASCL).

Ofsted chief Sir Michael Wilshaw has launched an eight-week consultation on reforms to the education watchdog's inspection regime intended to give "much clearer focus on ensuring that good standards have been maintained".

Currently, good FE and skills providers face reinspection up to every six years if there are no concerns to trigger an earlier revisit — but Ofsted is looking at changing that to a "short inspection" up to every three years, unless concerns trigger one sooner.

Sir Michael said: "The time has come to introduce frequent but shorter inspections for good schools and FE and skills providers."

He added: "It's [six years] too long for us to spot signs of decline and it's too long for improving institutions to show that they are now delivering an outstanding standard of education."

But Dr Stephan Jungnitz, colleges specialist for the ASCL, said: "We feel strongly that moving to more inspections isn't the right way. We understand the need for Ofsted, but the current thinking that college professionals can't be trusted to make sound judgements themselves over what areas need improving and see those through themselves is misguided."

"What we need is fewer inspections and more responsibility placed with college professionals to drive improvements."

Gill Clipson, deputy chief executive at the Association of Colleges, said: "There's a balance to be struck between allowing good and outstanding colleges to get on with the job and ensuring performance remains high."

We'll be consulting colleges to ensure our response reflects this balance."

Also among the reform proposals was the introduction of a single common inspection framework for nurseries, schools and colleges, as exclusively revealed by *FE Week* two months ago.

The consultation further sets out proposals for four categories of judgements — leadership and management; teaching, learning and assessment; personal development, behaviour and welfare; and outcomes for children and learners.

"Ofsted's decision to introduce a single inspection framework for pre-school, primary, secondary and further education (FE) will need careful implementation," said Ms Clipson. "We understand the principle behind this decision, but will need to be convinced that training provided by FE colleges, particularly for adults in the workplace, can really be judged on the same basis as the

education given to school children."

Dr Mary Bousted, general secretary of the Association of Teachers and Lecturers (ATL), questioned the sense of another round of inspection regime reforms.

She said: "None of this helps teachers to do a better job. Ofsted doesn't look like it knows what it wants. It has made substantial changes to school inspection frameworks or guidance on average twice every year since Michael Wilshaw became chief inspector in January 2012."

Dr Lynne Sedgmore, executive director of the 157 Group, said: "We will be taking time to digest the full details of Ofsted's proposals but welcome anything which signals increased trust in the professional abilities of educational leaders to maintain high quality."

The consultation is available on www.ofsted.gov.uk and runs until December 5.

See editor's comment on page 6

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See back page for more information.



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NEWS

NEW POLICY BEHIND RISE IN GCSE RESITTERS AT COLLEGE

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Learners are turning to FE after being refused entry to school sixth forms following a change in government policy, sector leaders have suggested.

Under the government's new study programmes, learners aged 16 to 19 have to continue to study English and maths if they fail to get a C grade at GCSE when at school.

The Sixth Form Colleges Association (SFCa) has reported a 14 per cent increase in enrolments of learners without a maths GCSE grade C or above at its member colleges and the 157 Group said some of its membership had reported learners being turned away from their school sixth forms.

James Kewin, deputy chief executive of the SFCa, told *FE Week* sister newspaper Academies Week: “Our enrolment survey [see page 7] published this week has shown a 14.6 per cent increase in the number of students starting a course at a sixth-form college without a GCSE in maths at grade A* to C.

“This is an astonishing finding, given there was a national increase of 4.8 per cent in the proportion of young people awarded an A* to C in GCSE maths this summer.”

He said the survey “suggested that the new funding condition had led many school and academy sixth forms to become more selective.”

Andy Gannon (pictured), director of policy at the 157 Group, said: “We have heard from several of our members that this [students not being able to continue in their school's sixth form] is happening in their localities; that young people are being turned away because



they don't have grade C — and that it is made a condition of entry before they have arrived.

“It seems sadly inevitable that it might have happened and is another example of what is often said to be an unintended consequence of policy change driving poor behaviour.”

A Department for Education spokesperson said: “The government is spending £7.2bn to make sure every young person who wants an education or training place gets one and we expect all post-16 providers to make sure no-one is denied this opportunity.

“Giving young people the skills they need to succeed in modern Britain is all part of this government's long term economic plan.

“Our reforms to raise standards in English and maths are vital because these subjects are most valued by employers and will help young people secure a good job. That's why all sixth forms and colleges must continue teaching these subjects to any of their students who did not get a grade C at GCSE.”

The spokesperson said the DfE was unable to comment on specifics as it had not been presented with evidence of where this was happening.

SFA ‘top-up’ on Esol welcomed — but concern for 2015/16

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A Skills Funding Agency (SFA) move to allow “topping-up” on funding for new English for Speakers of Other Languages (Esol) qualifications has been welcomed — but concerns remain about the situation for 2015/16 and beyond.

Single funding rates for the Qualification and Credit Framework (QCF) Esol qualifications had led to fears that providers might be out of pocket for full time courses — a full 27-credit qualification, for example, has been set the ‘matrix’ rate of £1,265 for around just 227 hours.

But the SFA eased concerns on Tuesday (October 7) when it revealed a new system of “topping-up” to give Esol providers extra funding for longer courses. It has allowed them to claim funding for the additional hours by adding ‘non-regulated learning aims’ to the course.

The move, which only applies to the current academic year, was welcomed by the sector but the National Association for Teaching English and other Community Languages to Adults (NATECLA) called for



assurances that the top-up system would continue after 2014/15.

Jennie Turner (pictured), who serves on NATECLA's management council, welcomed the introduction of top-ups for this academic year and the “positive dialogue” that had taken place between the SFA and her organisation before the new guidance was published.

But she said: “We note that a long-term rather than a short-term fix for Esol is needed to maintain stability and allow providers to cater for the diverse needs of their communities.

“Therefore, NATECLA would like

FE WEEK NEWS IN BRIEF

Funding rules survey

The Skills Funding Agency (SFA) has launched a survey seeking views on its funding rules document for the current academic year.

It wants to hear views on, for example, how easy or difficult it is for to access and understand the document to help it prepare for publishing the Funding Rules 2015/16 early next year.

The closing date for the survey is Friday (October 17).

Email fundingsystemsteam@sfa.bis.gov.uk for more information.

Sixth form college pay

Sixth form college staff are being consulted on plans to change the way their pay rises.

The Sixth Form College Association (SFCa) is consulting unions on its plans to replace its two existing pay scales with a single nine-point “pay spine” and create a higher maximum pay rate than schools.

The Association of Teachers and Lecturers, National Union of Teachers and National Association of Schoolmasters and Union of Women teachers are all consulting members separately.

Headline measures guide

A new technical guide has been published aiming to help providers understand how new 16 to 19 headline measures will be calculated.

The headline measures, due to be introduced in 2016, are progress, attainment, progress in English and maths, retention, and destinations.

The measures will apply to students who started a two-year course in September next year.

The first outcomes will be reported in 16 to 18 performance tables in January 2017.

Visit www.gov.uk/government/publications/16-to-19-accountability-headline-measures-technical-guide to view the guide.

assurances that this guidance will be maintained into 15/16 and beyond.”

However, the SFA declined to give any long-term guarantee and a spokesperson said: “As part of usual agency business cycle processes, decisions for Esol for 2015/16 will be communicated alongside all other 2015/16 decisions. We appreciate the sector's work with us on this area.”

Ms Turner said she was disappointed the SFA declined to give a long-term guarantee, but added: “We will continue to seek these assurances and gather feedback from our members about how the new arrangements are working.”

The new QCF qualifications have been under development since February last year when the SFA set out the principles to shape the future of Skills for Life Esol.

Steve Hewitt, funding manager at London's Morley College, told *FE Week*: “I'm very pleased the SFA has allowed topping up of Esol funding, because the fixed rate would not have been sufficient.

“This is a really sensible move over something that could have had a significant impact and had been of serious concern to a very large number of Esol providers.”

NEWS

Staff get ‘improved’ offer as strike vote ends

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Lambeth College staff who went on a five-week strike just before the summer holiday and are considering further industrial action have been presented with “improved” offers over controversial contract changes.

University and College Union (UCU) members walked out indefinitely on June 3 in a dispute over new staff contracts introduced on April 1, which the UCU said would leave staff with longer working hours, less sick pay and less annual leave, before returning to work on July 9.

The UCU opened a ballot on September 22 on whether to renew strike action ahead of scheduled talks between college and union leaders on Monday (October 6).

A spokesperson for the UCU said on Thursday (October 9) that it was now considering “an improved offer from the employers” before the ballot was due to close today (October 13).

A college spokesperson said it had offered a guarantee that staff taken on before April 1 would stay on the original contract until at least September 2017.

Alternatively, existing staff could accept a £1,500 “cash incentive” to transfer to the new contract by September 2016.

The spokesperson said both options would be dependent on staff agreeing to work an extra hour per week from September —

increasing their overall annual working hours from 828 to 864.

Principal Mark Silverman told *FE Week*: “I would urge UCU to accept the opportunity to end this dispute and ensure that our learners will not suffer the damage of further strike action.

“This offer will enable the college to have a contract that is fit for purpose and will allow us to continue our journey of improvement to secure an outstanding college for Lambeth and south London.

“Should UCU reject this offer and return to strike action we will take every necessary step to prevent disruption to our learners.”

A UCU spokesperson, who confirmed the ballot would still close today, said: “We did



UCU members at Lambeth College on indefinite strike in June

meet [with college management]. We received an improved offer from the employers which we are now considering.”

The college was slapped with an Ofsted grade four rating in 2012 but worked its way up to a grade three last year.

The new contracts at the centre of the row offer 50 days a year annual leave, including bank holidays — which is 10 days less than that given to staff on old contracts.

However, Mr Silverman has said the terms of the contract were “in line with sector norms”.

He said they were part of the college's recovery plan following financial deficits of £4.1m in 2012/13 and £3.5m this year.



Childcare sector calls for return of Functional Skills as entry option

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Childcare qualification providers have called for Functional Skills to be reinstated as entry requirements for early years educator (EYE) qualifications after Skills Minister Nick Boles showed his support for the qualifications.

The government announced in February it would only fund EYE apprentices who had already gained at least a grade C in GCSE maths and English, rejecting Functional Skills.

But the debate has been reignited after Mr Boles said he wanted to make Functional Skills “legitimate, valid, respected [and] admired” and pledged an Ofqual review into how they could improve.

Currently, all publicly-funded learners over 19 need the GCSEs to do a level three EYE qualification and all apprentices will have to from September next year. At the moment learners without the qual have to complete them by the time they finish the course.

Marc Ozholl, funding and apprenticeship specialist at the Council for Awards in Care, Health and Education (Cache), told *FE Week* Mr Boles's comments “gave hope”.

“I passionately feel it would be very good for the sector if Functional Skills were to be offered as an alternative — it's encouraging that the minister is stopping to think about it,” he said.

However, director of charitable learning provider Alt Valley Community Trust Gilly

Girls vastly outnumbered by boys at UTCs

As few as one-in-20 students at some university technical colleges (UTC) are female, according to analysis by *FE Week* sister paper *Academies Week*.

Analysis of the 2014 schools census shows lower numbers of female students than males at many UTCs — most of which offer courses in areas such as engineering and other technical fields.

In total, just over one-in-five students at a UTC is female. But the gender split varies considerably across institutions, with girls making up more than half the pupils at three UTCs. However, four UTCs have proportions in single figures.

Professor Alison Wolf, of King's College London, said: “Governments have tried advertising campaigns, and have now tried well-equipped UTCs. Keeping girls' options open, so they can make choices when they are more mature, strikes me as a better bet.”

A spokesperson at Baker Dearing Educational Trust, which promotes the UTC model, said: “There is an urgent need to attract more young women into science, technology, engineering and maths careers and all UTC principals are committed to this. However, the shortage of girls in engineering and associated areas has been a problem for decades and needs a joined-up approach if we're to make a difference.”

Mason warned damage had “already been done”.

“I know of several providers who have dropped EYE provision because demand for it has fallen,” she said. “They also don't have the staff to deliver GCSEs so even if just the exit requirement remains in place many won't be able to keep offering it.”

She added: “A lot of young people looking to go into childcare now will have known what they wanted to do at 14, but at the time thought they would only need Functional Skills and so didn't pursue a GCSE grade C.

“Back then Functional Skills was a recognised qualification, but now they can't go down that route.”

A Department for Education spokesperson said there had “never been any plans to drop Functional Skills” and that they were “a part of our plan for education and are a vital tool”. But he declined to comment specifically on EYE qualifications.

An Ofqual spokesperson said: “Ofqual has completed a programme of audit work looking at Functional Skills qualifications.

“We are now reviewing our findings with awarding organisations where we will be following up on certain aspects, before reporting publicly.”

He declined to say when the report would be published.

For more on the future of Functional Skills, see page 13 for an expert piece by Roger Francis

All aboard for the Skills Show

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Plans for the third annual Skills Show have been unveiled, featuring more than 50 hands-on activities, a new tour bus and 'late show' preview.

Former Dragons' Den investor Theo Paphitis was on hand at London's Skyloft to run through the careers advice and have-a-gos that will be on offer alongside the finals of national skills competitions at the November 13 to 15 event at Birmingham's NEC.

A tour bus to take the Skills Show experience around the country was also revealed, along with the Skills Show Late — a preview event for the main attraction, which is expected to attract around 80,000 youngsters.

The launch, on Wednesday (October 8), featured some taster have-a-gos of its own, including jewellery making, music mixing and computer programming.

"I think anyone who's been to the Skills Show will know exactly what keeps me coming back, it's the enthusiasm and the drive and that's what's going to make it better every year," said Mr Paphitis.

"And when you get a marauding bunch of tens of thousands of kids actually enjoying thinking about work, you know you've cracked it, and that's the biggest challenge any educationalist has, and that the challenge any employer has — it's such a great event."

The finals of the national skills competitions will also take place at the Skills Show, with top-scoring competitors hoping to be talent-spotted as a potential competitor at WorldSkills 2017 in Abu Dhabi.

Carole Stott, chair of Find a Future, the body which oversees the Skills Show said: "Skills competitions are at the very heart of the show. This year, in order to bring the skills competitions part of the show alive for our visitors we're introducing showcase stages.

"We're going to be showcasing 33 skills competitions, using demonstrations, talks and conversations with competitors as well as with colleges and training providers to explain the competitions and really help people understand the expertise and excellence that they will see on display in competitions."

The skills on display at the show will be split into five categories: engineering, built environment, IT and business administration,



From left: National Express managing director Tom Stables, Find a Future chair Carol Stott, Theo Paphitis, and Find a Future chief executive Ross Maloney

social and professional services and cultural and creative arts.

Each category will have its own hub, with have-a-gos, spotlight stages, featured exhibitors and careers advice.

More than 50 hands-on activities will be available to try including furniture

design, electric installation, carpentry, car bodywork, nail art, computer aided design, stone masonry, media make up, robotics, floristry, photography, cooking, animal management, roofing, sound engineering, music production, games design, forensics and beauty therapy.

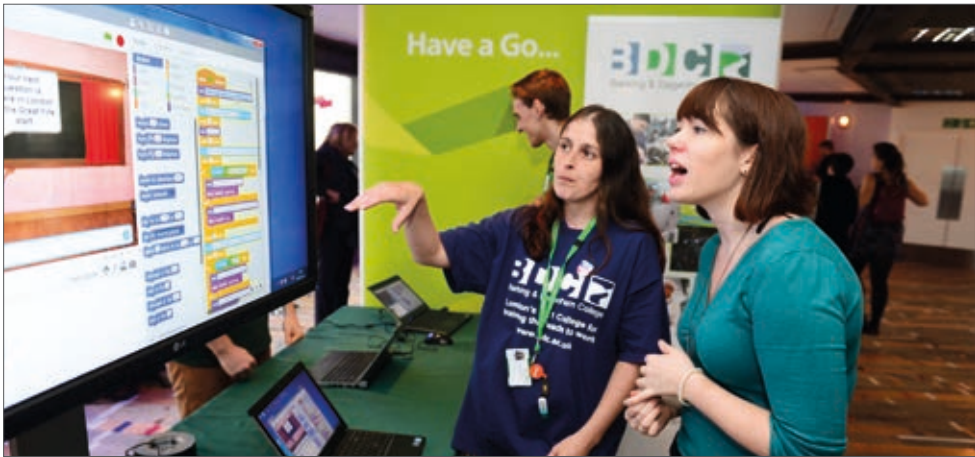
First look at this year's Skills Show

A sneak preview of the Skills Show will be on offer to employers and teachers for the first time this year with the 'Skills Show Late'.

Find a Future chair Carol Stott said: "The Skills Show late on November 13 will be an important opportunity for employers, partners,

teachers and stakeholders to network, to speak to sponsors and to engage in a highly innovative and forward thinking debate on the future of technical and professional education."

Skills Show sponsors City & Guilds will also be hosting an employer speed-dating event.



Barking and Dagenham College access to IT student Natasha Howard, aged 30, helps FE Week reporter Rebecca Cooney have a go at computer programming

Drilling home Skills Show message with mobile attraction

Skills Show chiefs hope to drive home the skills message with their very own roadshow aboard a specially commissioned National Express bus.

The bus is kitted out for have-a-gos including visual merchandising, engineering, electrical installation, news reading, confectionary and hospitality.

It will be rolling into eight locations between October 21 and November 8, including Leicester, Ipswich, Durham,

Liverpool, London, Portsmouth, Bath and Birmingham.

A further 220 regional Skills Show experience events have taken place around the country this year, but that is not enough for Skills Show patron Theo Paphitis.

The entrepreneur said: "Such a great event can't just happen in Birmingham, it's not fair to the rest of the United Kingdom.

"And I know the team at Find a Future

are looking at this and trying really hard to find a way to do this — not just having a battlebus going around but having satellite shows and maybe shows just as big as the NEC in other parts of the country because the proof of the pudding is in the eating and there's an awful lot of proof here."

Visit <http://www.theskillsshow.com/roadshow/where-and-when/> for more details.

Indies challenged to compete

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The independent learning provider (ILP) sector has been laid down the challenge of getting more involved in skills competitions. Stewart Segal, Association of Employment and Learning Providers' chief executive, said he wanted more of his members involved in events such as WorldSkills following the TeamUK's success at EuroSkills, collecting three gold and six silver medals

Currently, around 80 per cent of competitors in national UK skills competitions are drawn from colleges, with the remainder split between ILPs, employers and universities.

Mr Segal told *FE Week* there was a move towards increasing ILP learner numbers competing in the Skills Show and WorldSkills, but that there were a number of barriers currently in place.

"I would definitely encourage private providers to get involved in WorldSkills," he said.

"The key thing about successful competitions and successful Skills Shows is that they bring that important careers advice and guidance for young people — they're not something that's just an add-on."

He added: "Part of the problem with getting involved with the Skills Show or Skills Show experience event is about flexile location.

"Colleges tend to be located geographically — they can say 'this is what we offer in this area, these are the employers', they can get involved with local events and with regional skills competitions, whereas the big providers tend to operate nationally, so this can act as a barrier.

"In terms of competitions as well, many more of the learners at private providers tend to be apprentices and are employed, and may struggle to get time off work to train and attend competitions, so there is a point around encouraging employers to see the importance of it."

However, Mr Segal, who was recently appointed to the board of Find a Future, which organises the Skills Show and Team UK's entry in international skills competitions, said he hoped his involvement could make a difference.

"I think more and more providers are seeing the benefits of being involved," he said.

Find a Future chief executive Ross Maloney agreed, saying Mr Segal's inclusion on the board was to "reflect the make-up of the sector in the widest sense".

He said: "Stewart and I are very clear we've got to do more engagement around private providers.

"We need to make sure providers understand the benefit of competition involvement, and we've cracked that to a degree with colleges but we've got to do more work in the private sector."

See page 12 for an expert piece on the benefits of skills competitions by Maureen Evans-Olsen, international skills development manager at Find a Future.

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FE WEEK COMMENT

An outstanding reform

Keeping an eye on providers, no matter what their last inspection grade was, is the role of Ofsted.

From outstanding (grade one) to inadequate (grade four), the education watchdog must be alert to signs of declining quality across the sector.

While more frequent inspections might therefore be welcomed, by some, it should be remembered that Ofsted is just talking about good (grade two) providers here.

Under changes brought in from last month providers requiring improvement (grade three) could go two years before reinspection — previously it was a maximum of 18 months. Yes, that’s Ofsted inspecting good providers more frequently than before, but ones requiring improvement potentially less frequently than before.

Inadequate providers continue to expect a revisit within 15 months, and outstanding ones will only see an inspector if there is something going wrong — at least, that is according to Ofsted.

In the summer, *FE Week* reported how one provider graded outstanding eight years ago was next inspected this year and was branded inadequate. And yet in 2010/11 it had recorded success rates more than 10 percentage points below the national average.

Get tough on good providers who might be slipping, fine, but outstanding ones can slip too and so, in light of the above example, better monitoring of grade one providers and an end to the open-ended timescale for reinspection seems equally valid.

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TOP LIB DEM
CONFERENCE TWEETS

@glennathey: Truly is BIS completely irrelevant for skills? Jim O'Neill tells #LDconf fringe #skills should be localised, BIS role abolished

@tomstannard: V interested in idea of post #GE2015 Royal Commission on learning and #skills raised at #ldconf fringe this am. Major need for this. Views?

@SteveNiace: @vincecable tells #ldconf “I want a big expansion in community and adult education for UK” #growth #skills #niacemanifesto

@fsb_policy: ‘Do young people know what businesses are actually out there?’ - what do you think? Mike @CIPD fringe #ldconf #skills

@brianlightman: #ldconf #fefringe Interesting to see more and more calls for long term plan for education vision beyond political cycle. Royal commission?



Cable’s ‘FE saviour’ claim backed by ex-SFA boss

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Claims by Business Secretary Vince Cable that he stopped government officials from “killing off” FE have been backed by former Skills Funding Agency (SFA) director of provider services David Hughes.

Dr Cable told a fringe event at the Liberal Democrats’ conference in Glasgow last week that he blocked moves in 2010 to enforce drastic funding cuts for “post-school” training.

The BBC website reported that Dr Cable claimed civil servants advised him to “effectively kill-off FE”, suggesting the savings could have paid for his party’s pledge to axe university student tuition fees.

And Mr Hughes, who left the SFA in April 2011 before becoming the chief executive of the National Institute of Adult Continuing Education (Niace) six months later, said: “Dr Cable was not misleading people with his comments. Those kind of views were aired by civil servants but never to the point that it

became a serious policy proposal. “It was an unprecedented time for government spending cuts and people were thinking the unthinkable.

“Dr Cable and [former Tory Skills Minister] John Hayes both fought the corner for adult skills and community learning.”

Mr Hughes joined Niace three years ago after a year at the SFA and before that served a number of senior roles at SFA predecessor body the Learning and Skills Council.

He dealt directly with Dr Cable through his role as national director for funding, where he oversaw government payments to providers.

Dr Cable reportedly told delegates at the fringe event: “I could have taken the advice we had from the civil servants, who said ‘well, why don’t you just effectively kill-off FE. Nobody will really notice’.”

He added: “The easy way out would have been to have taken all the money out of the FE sector and out of training and I said ‘we are not doing that’.”

Julian Gravatt, assistant chief executive at

the Association of Colleges, said: “Although it is pleasing to hear Vince Cable prevented even worse funding cuts being handed out to FE colleges in 2010, it does need to be recognised funding for adult skills has fallen by 35 per cent since then.

“While the demise of FE colleges might not have been noticed by officials in the ivory towers of Whitehall, the vital services they provide to communities up and down the country in the ‘real world’, despite funding cuts, would definitely have been missed.”

A spokesperson for the Department for Business, Innovation and Skills said: “In 2010, like all departments, we took a long hard look at all of our spending to achieve the level of cuts required.

“Despite the tough fiscal climate, we have retained our commitment to FE. Overall funding for adult FE and skills is £4.1bn in 2014-15.

“In the past four years, as part of the overall funding, £1.7bn in capital investment has been made available to FE colleges with funding set to continue.”

COMMENTS

Functional skills handed lifeline

Anyone who is actively involved in promoting Functional Skills and being on the sharp end of delivery can do nothing but welcome this. The confidence that people gain alone is worth it alone. Good one.

Richard Gilbert

I totally agree and they need put Functional Skills back into the early years qualifications quickly.

Judith Wayne

Perhaps having a minister who actually admits he doesn’t know much about the sector and is willing to listen and learn, means we can challenge the mindset that GCSE suits everyone. Well done Nick Bowles (sic).

Maureen Emmett

I am a long term Functional Skills supporter believing that it’s the best qualification route for practical purposes. So good to see this confirmation, now let’s see more schools take up this route for those unlikely to stand a chance of getting A*-C (or 9-5) GCSE. After all, why wait for two further years before giving this particular group of learners the chance for real success?

Jonathan Wells

I think common sense has prevailed at last. When working with providers introducing how Functional skills can be used as one way of ensuring employment and work-related awareness becomes embedded in the curriculum.

Being involved with many learners from Year 10 – 12 who have achieved C at GCSE it soon becomes apparent that there are gaps in their ability to link and use much

of their prior learning to what is required in the workplace or at university without doing something about Functional Skills.

Enlightened FEs and 6th Forms have begun to recognise the value of FS for increasing motivation and developing learning as success at each level creates the self-esteem to continue making progress, especially when linked with possible future goals.

Ros LucS

Functional Skills makes so much more sense to learners in vocational settings. They cover real scenarios that help in everyday life. Some potential good news at last!

Frances Hill

FS to be more rigorous. Perhaps a return to the Core Curriculum and Skills for Life?

Lorraine

NEWS

Sixth form colleges record growing numbers

Sixth form colleges have shared their enrolment figures for 2014 after taking part in a joint Association of Colleges (AoC), Sixth Form Colleges’ Association (SFCA) and *FE Week* enrolment survey.

No fewer than 54 sixth form colleges, or 58 per cent of the total, responded to the online survey, which ran for 10 days from September 12.

The AoC revealed the findings for general FE colleges last week, and now it’s the turn of the SFCA.

The figures reveal a slightly larger enrolment increase for sixth form colleges than for general FE colleges as the SCFA deputy chief executive James Kewin explains below.

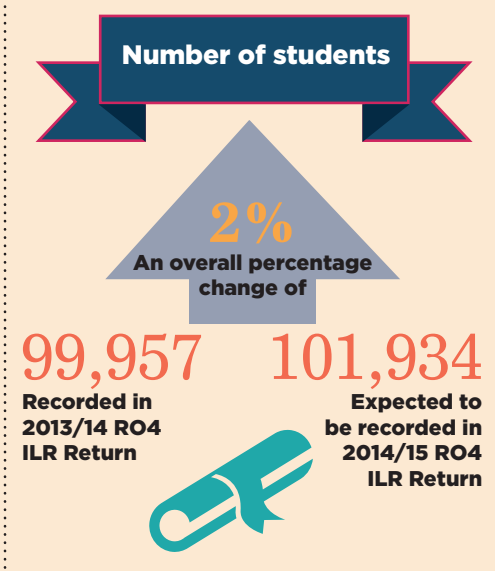


JAMES KEWIN
SCFA deputy chief executive

This year’s enrolment survey has produced some interesting findings.

In total, 54 sixth form colleges completed the survey (a response rate of 58 per cent) based on the number of students they forecast will be recorded in their 2014/15 R04 ILR return.

Despite the demographic downturn and proliferation of schools, academies and free schools, sixth form college enrolments have

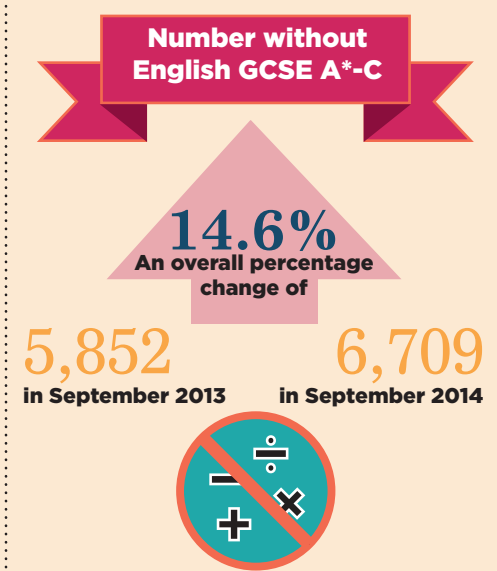


increased by 1.7 per cent this year. Improvements in exam performance and reputation were the most frequently cited reasons for this.

There has been a 14.6 per cent increase in the number of students enrolled at a sixth form college without a GCSE in maths at grade A to C.

This is an astonishing finding given the national increase of 4.8 per cent in the proportion of young people awarded an A* to C in GCSE maths this summer.

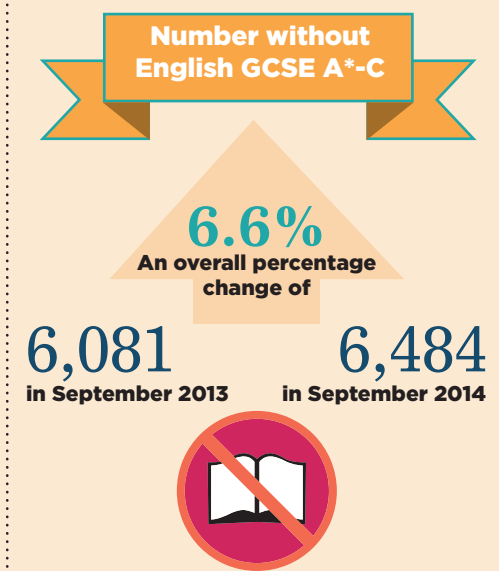
The survey responses suggest that the new condition of funding (that requires all 16 to 19 students to study maths and/or English



unless they have at least a grade C at GCSE) has led many school and academy sixth forms to become more selective.

In effect, sixth form colleges are stepping in to help young people that have been failed by better-funded schools and academies and — as a result of the cut to funding for 18-year-olds — will be financially penalised for doing so in many cases.

It is important that sixth form colleges are not also penalised by Ofsted and the new 16 to 19 accountability measures for doing the right thing — these students require additional and tailored support to successfully progress to higher education or employment.



Increasing their number will put pressure on stretched budgets, and questions the wisdom of excluding sixth form colleges from the ‘golden hello’ scheme for maths teachers in FE.

The survey also showed a smaller increase (4 per cent) in the number of students enrolled without a GCSE in English at grade A* to C.

In terms of overall enrolments it seems that the bigger sixth form colleges are more likely to experience an increase in student numbers, and the smaller sixth form colleges are more likely to experience a reduction in student numbers. We’ll be sharing these findings with policy makers shortly.

The MindSet

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Tracey McIntosh, Director of Employers and Partnerships,
Barnet & Southgate College.

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Tuesday 11/11/14: **North East Launch @ Sunderland College, SR3 4AH**

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PROFILE



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Jill Westerman had a very tough year in 2006 — the kind of year that might have persuaded others to consider their futures.

But instead, Westerman drew inspiration from the difficulties to step up and become principal of her beloved Northern College in September the following year.

“My youngest daughter Tanith was seriously ill with kidney failure,” she says. “We took her to the doctor thinking she had a virus and within 24 hours she was in the children’s renal unit in Nottingham.”

The emotional turmoil of seeing 14-year-old Tanith suffering clearly still has an impact on Westerman, who struggles to tell me about it when we meet at the British Library in London, a regular haunt of Westerman’s.

“She had three bouts of peritonitis with emergency hospital admissions following the diagnosis of kidney failure and for some months we had to drive her three days a-week to Nottingham for haemodialysis,” says Westerman.

“She never once complained, she was so ill and she never once said ‘why me?’ — she just

got on with it.”

In the same year, Westerman’s father, Albert, who had struggled with dementia and had lost his sight, died at the age of 82.

In the middle of all of this, Ofsted arrived at Northern College, where Westerman was programme co-ordinator at the time, and as nominee, she was on the front line dealing with inspectors.

The college sailed through the inspection, scoring outstanding across the board — a standard it has maintained to this day.

“I’d never really thought of myself as a principal before,” says 58-year-old Westerman.

“But I just thought, if I can manage this, I can manage anything.”

She was she says, also inspired by Tanith herself.

“After two years, she was lucky enough to have a transplant, this was in her GCSE year, but she went on to get the best grades in the school.”

Tanith is now her third year studying medicine at Leeds University.

Westerman was also prompted to move into leadership by taking part in a senior leadership development course.

“It just really inspired me, both in terms of

reading about the theory of leadership and being able to think about my own practice,” she said.

“That was almost ten years ago but many of us who were on the course, like Dawn Ward [now principal of Burton and South Derbyshire College] and Paul Wakeling [now principal of Havering Sixth Form College] still meet up.”

Westerman also spent time as a council member of the Learning and Skills Improvement Service (LSIS), which was closed and replaced with the Education and Training Foundation in August last year.

“It was a loss to the sector but we are where we are,” she says, adding that she is looking to the future.

Westerman is now chair of the Further Education Trust for Leadership (FETL), set up with £5.5m left over from LSIS and overseen by former LSIS chair Dame Ruth Silver.

“I think it’s really important to have that space to think, both for the individual principal and for leadership within the sector — and that space

and time is something that’s difficult to find,” says Westerman.

“There’s a lot of research about leadership in schools, there’s a lot about universities but much less thinking has been done about the FE sector.

“We need to be thinking about leadership for the future, rather than focussing solely on present issues.”

Westerman’s passion for education, she says, began with her mother, Sheila.

“She was very bright, very able, but she left school at 14 during the Second World War and I think she was frustrated that she’d never been able to go any further,” she says.

“So both she and my father drummed into my brother Roger and I how important education is and it is something for which I am eternally grateful.”

Roger, now retired, also went into education, becoming an education psychologist.

Under her mother’s encouragement, Westerman passed her 11-plus and made it into



Westerman aged 4

the local grammar school.

However, at 18, the idea of going straight to university didn’t appeal.

“Nowadays it’s quite common to take a gap year — nearly everyone does it,” she says.

“But back then it was quite unusual.”

She initially took a job as a clerk at West Yorkshire District Council but within a few months decided it wasn’t for her.

Instead, she found herself teaching adults at the West Midlands Travellers School, and the experience of working with Irish travellers, she says, was a “real eye opener”.

“I realised for the first time how much having an education means having power and control over your own life — and how much these people who were already excluded from society were even more disadvantaged by not having education, not being able to read,” says Westerman.

The impression was confirmed a few years later when, after studying English at the University of Durham and a brief stint teaching English as a foreign language in Spain, Westerman got herself a job as a community support worker on an East London estate.

“I’d been hired by the residents themselves,” she says.

“There’s a lot of research about leadership in schools, there’s a lot about universities but much less thinking has been done about the FE sector”

“Because they were bright people and very clued up — they know all the facts and all the issues, but they felt that, because they didn’t have an education, they couldn’t hold their own talking to developers and the council and utility companies and so on.”

In 1985 she enrolled on a certificate of education course at Garnett College, where she met future husband Martin, also training as a teacher.

After the birth of the couple’s daughters, Aisling, now 24, and Tanith, and with the price of housing in London beginning to rise, they decided to move North.

And it was in May 1993 that Westerman first walked into Northern College for Residential and Community Adult Education, in Barnsley, as a part time lecturer and, she says, it was love at first sight.

“It’s in such a beautiful setting in a big old stately home and the ethos there was, and is, so committed to helping people change their lives,” she says.

“Everyone, from the leadership and management, to the receptionists, really care about our students.

“We’ve had people arrived at the door, take a look around at the surroundings and decide ‘this isn’t for me’ and I’ve seen the

receptionists run after them, bring them back and take the time to talk them round and encourage them to come in.”

The college offers short, intensive residential courses, as well as year-long access to higher education courses, giving students time to focus on their studies, away from what can be quite chaotic lives.

“When you think about it, we’re actually very used to the idea of residential adult education — that’s what universities and a lot of management training are,” says Westerman.

“And I really don’t see why access to that sort of experience should be limited by class or level of education.”

After that turbulent inspection of 2006, the college has been re-inspected this year and maintained it’s perfect grade one scoresheet.

And as a keen promoter of the importance of leadership, how much credit does Westerman take for her college’s success? “

Well I could jokingly to go ahead and say ‘all of it’,” she says. “But actually part of you wants to say ‘it’s all down to my team, my staff and the wonderful work they’re doing, it’s nothing to do with me’.

“Of course, I think the answer is that it’s probably a little bit of both.”

It’s a personal thing

What is your favourite book, and why?
This is a difficult question as I have so many favourite books. The Female Eunuch by Germaine Greer is not necessarily a favourite, but I read it when it was first published and I was 14. It fundamentally changed the way I viewed the world, made me a feminist and has influenced my life ever since

What is your pet hate?
Small anti-social acts, like able bodied people parking in disabled bays

What do you do to switch off after work?
Physical activity as a contrast to work. I do jive and ballroom dancing classes and like walking and cycling at weekends. I’ve run a couple of half marathons for charity. I’m also in a book group and a member of the Women’s Institute. I do my fair share of slumping watching DVD box sets, too

If you could invite anyone, living or dead, to a dinner party who would it be?
Mo Mowlam, who worked at Northern College but left before I arrived, Nelson Mandela — my ideal leader, President Jed Bartlet from the West Wing (I do know he’s not real, but it would be a privilege to hear him discuss leadership with Mo Mowlam and Nelson Mandela), Bruce Springsteen, and George Eliot [Victorian era writer], for her wisdom, compassion and understanding

What did you want to be when you were growing up?
I wanted to be either a famous author, because I liked reading, or an English teacher, because it was my favourite subject. I achieved my ambition as I did become an English teacher



Westerman with now-husband Mark in Ronda, Spain in 1987



Westerman with husband Martin after cycling the Camino de Santiago in Spain in 2013



Westerman with daughter Aisling (left), husband Martin and daughter Tanith at the palace in 2010 when Westerman was awarded a CBE



Apprentice minimum wage pledge from Business Secretary



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Plans to boost apprentices' pay by more than £1 an-hour have been cautiously welcomed amid concerns the rise could dissuade employers from offering apprenticeships.

Business Secretary Vince Cable used his speech to the Liberal Democrat party conference on Monday (October 6) to announce his submission to the Low Pay Commission (LPC), which states that the minimum hourly wage for first year apprentices should rise from £2.73 to £3.79 — a rise of almost 40 per cent.

It comes after Deputy Prime Minister Nick Clegg commended his party's record on apprenticeships in his keynote speech, and repeated his pledge to protect education funding "from cradle to college".

If approved, the minimum wage rise will bring the rate in line with that earned by 16 and 17-year-olds in regular work, a move which has been welcomed by the National Institute of Adult Continuing Education (Niace) and the Federation of Small Businesses.

But the Association of Employment and Learning Providers (AELP) and Confederation of British Industry (CBI) warned the proposed wage rise risked putting employers off providing apprenticeships.

Dr Cable said: "Nowhere is a long term perspective more necessary than in educating our population for a competitive, knowledge economy.

"That is why I was determined from day one of our government to breathe life back into apprenticeships and into adult education. I drew on the inspiration of my parents, who left school at 15 to work in

factories and who got on in life through vocational education and adult learning.

"In government we have launched almost 2m apprenticeships — a quantum leap in ambition — and we are now reforming them to improve quality and employability. And I want to see apprenticeships properly valued. So today I am proposing a £1 an-hour increase in the minimum wage for all first year apprentices and I am writing to the Low Pay Commission to put this in place."

Dr Cable also used his speech to call for an expansion of higher-level apprenticeships and community learning.

He said: "I want to see a big expansion in degree level advanced apprenticeships which end the false apartheid between academic and vocational education; and a big expansion of community adult education including helping the mentally ill to be properly integrated back into society."

Niace chief executive David Hughes said Dr Cable's pledges were "important", and welcomed plans to expand community learning.

He said: "While he has continued the focus on apprenticeships during this party conference season in his proposals to increase apprentice pay by £1 an hour, he has extended that in committing to increase the number of 'degree-level apprenticeships'. I am pleased though that he has gone even further in his understanding of how critical lifelong learning is for our future economic recovery.

"Vince Cable's commitment to an expansion in informal and community learning, especially for those with mental health issues, will have a huge impact, particularly for those who are the most reluctant learners.

"We need an adult skills revolution



Business Secretary Vince Cable

Nick Clegg on FE and skills

Of all the faultlines that have opened up in this Coalition government, the one that has been most revealing is the way in which self-proclaimed Conservative educational reformers sought to suffocate almost every single initiative designed to instil opportunity at an early age — for all children, not just some. Because a world class education system is one that releases the potential in all children, not just some.

My mother worked as a teacher for children with dyslexia when myself, my brothers and sister were growing up. Those days it wasn't as readily recognised that very bright children can be hampered by learning difficulties which may obscure their talents, but don't make them any less bright.

Those days countless children were discarded by the education system because children were not treated as individuals, they were expected to conform to the rigours of the classroom or be left behind.

And my mother drummed into us what seems so obvious today. That you don't write anyone off. You don't overlook anyone's talents. Given half a chance, everyone can shine.

For me, that is what our new commitment to helping with the travel costs faced by all college students is all about. That is what protecting funding from cradle to college — even as we clear the deficit — is all about.

to ensure a vibrant and dynamic future economy that will deliver prosperity for all. His statements will go some of the way to ensuring we have a skills system fit for the 21st Century."

John Allan, national chairman of the FSB, welcomed the planned wage rise in principle, but said the LPC's advice would be critical to ensuring a minimum wage rise did not harm apprentice numbers.

Mr Allan said: "His support for apprentices will be welcomed by businesses, which are facing skills shortages in sectors such as construction and IT.

"We now need to see the government follow through and deliver the high quality apprenticeships employers demand. Cost of training will be an important factor in these reforms and will influence take up by employers.

"While we support gradual increases in the apprenticeship minimum wage, policy makers must listen carefully to the LPC's advice before committing to significant rises.

"The UK has benefited from a flexible labour market, which has helped companies keep people in work during the recession. In undertaking further reforms, policy makers need to find the right balance between workers' rights and maintaining that flexibility.

"An authority overseeing and streamlining employment-related issues would help employers that currently have to contend with a patchwork of different enforcement agencies."

But both the AELP and CBI have warned that the proposed wage rise could put employers off taking on apprentices.

Stewart Segal, the chief executive of the AELP, said his organisation would be making its own submission to the LPC, adding: "Many apprentice training providers believe that that there is some justification for a significant increase in the apprentice rate.

"But the apprentice rate should not be increased to the point where it adversely affects employer recruitment.

"There is also a case that adult apprentices over the age of 24 should not be on an apprentice rate at all, ie they should at least be on the national minimum wage."

Katja Hall, CBI deputy director general, said: "Apprenticeships are a vital route for young people to get a step on the career ladder and are part of the answer to solving the UK's skills crisis.

"Yet too few apprenticeships at the moment go to the young and relatively unskilled. Companies already pay their share into training, so raising the cost of taking these young people on would be unwise and put off many smaller firms from getting involved."



Parity of esteem commitment from presidential candidate

A Liberal Democrat presidential candidate has confirmed her commitment to fighting for parity of esteem for the FE sector.

Lady Brinton (pictured below), who is campaigning to replace MP Tim Farron as president of the party, was a speaker at a fringe event organised by the National Institute of Adult Continuing Education, the Association of Colleges and the 157 Group.

She told the fringe at Glasgow's SECC conference centre that she still supported a motion passed at last year's conference which called for a joined-up education system for all young people.

She said: "Our paper which conference agreed last year makes the clear claim that we must go to a 14 to 18 curriculum and it must be completely complementary to the FE and schools sector.

"There must be parity of funding, and ability for young people to follow the right path for them. As long as we continue to talk about a pre-16 curriculum, and actually fund our schools and do our exams that way we will be locked into this system."

She spoke about the shock of hearing that Hackney University Technical College (UTC) had been forced to close its doors due to low enrolment, and said any change in the area of FE would take time.

She said: "I was appalled to hear that one of the UTCs has had to close down because it can't get enough young people to come in at 14 because the schools they're in from 11 are saying 'stay with us'.

"We can't do it overnight, this is going to be a longer debate, but the policy we passed last year sets out a really good framework I think."

Lady Brinton was joined on the panel by National Union of Students president Toni Pearce, who echoed some of her concerns about the way FE is viewed in the education system.

Ms Pearce said: "I'm really pleased that in the last few years lots more people have been talking about how you begin to make academic, vocational and technical education sit together more holistically in the system, and I think it's really exciting, but none of that seems to be done in the mainstream.

"We set up different organisations, UTCs for instance, which I think are brilliant but are not seen as mainstream, and actually we're doing the opposite in our schools and removing vocational or applied methods of teaching and assessment, whilst telling people we think they should be going to UTCs to learn technical skills.

"When you do that you create a two-tier system in which you say 'if you stay in mainstream school, you're clever, and if you leave to go to a UTC, you're stupid'. You have to think very carefully about where you're placing esteem in the system."

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THE INDY SCENE

John Hyde is the chairman of HIT Training, a hospitality training provider that operates across England, and on the second Monday of every month he writes in *FE Week* about issues affecting independent learning providers

The success of the British team at the EuroSkills competitions this month demonstrates the skills and talent of our young people.

In the hospitality industry we have a plethora of competitions, ranging from Masterchef, both for amateurs and professional cooks, Futurchef, for school pupils, to the premiere Salon Culinaire competition organised by the Craft Guild of Chefs at the bi-annual ‘Hotelympia’ international trade exhibition.

Past winners of these competitions have gone on to greater success in the industry.

In addition to the cookery competitions, the restaurant industry’s skills are dissected by assorted restaurant critics and restaurant guides with their awards, rosettes and stars.

The most respected, the Michelin Guide, was published last month creating a further 15 Michelin-starred restaurants in the UK, nine of which are in London.

London is now the culinary capital of the world with 48 Michelin-starred restaurants and more than 150 different ethnic cuisines available.

“Let us hope the promises made by all parties to substantially increase apprenticeship numbers were not just political rhetoric, but will be met with actual cash increases to grow the programmes

Around 20 years ago most of these Michelin restaurants would probably have had a head chef from the continent.

However, today more than half of these restaurants have British head chefs and most of their brigades of cooks are also British.

This is a tribute to the work of FE college catering departments and training restaurants, and especially the apprenticeship providers in this sector.

Several of the chefs who initially trained at their local FE college have progressed

to become national celebrities — Gordon Ramsay, Heston Blumenthal, Marco-Pierre-White.

One of this year’s new Michelin Guide star winners, Jason Atherton of Social Eating House, started his career in the kitchen on the YTS programme.

Jason helped HIT (Hospitality Industry Training) launch its traineeship programme for the hospitality sector last year and practices what he preaches with trainees and apprentices in his kitchens.

To meet the demand for highly-trained chefs for the fine dining sector, my own company HIT has launched a professional chefs academy in partnership with three prestigious hotel chains and some independent restaurants.

A feature of our academy will be master-classes from Michelin-starred chefs, many of whom HIT currently works with.

The growth in eating-out in the past few decades, the explosion of restaurants and coffee shops in the high streets, plus the conversion of pubs into gastro pubs has required a continual demand for skilled chefs and front of house staff.

Overall, the FE skills sector has risen to this challenge to provide the skilled workforce needed to make the UK a destination of choice for overseas visitors and London, the culinary capital of the world.

I trust the politicians who wine and dined their way through their party conferences over the past few weeks, appreciated the skill and dedication of the hotel and catering staff who served them.

Let us hope the promises made by all parties to substantially increase apprenticeship numbers were not just political rhetoric, but will be met with actual cash increases to grow the programmes.

Similarly, the new minister seems to be looking carefully at the predecessor’s proposed reforms.

When he studies the various consultations, he should note that those actually involved in apprentices, employers and providers alike were adamant that the suggested reforms were not needed or would not work.

It was outside bodies, without the experience of delivering apprenticeships themselves, who failed to understand the minutia and the hidden wiring involved, who pressed for changes.

Funding directly to employers, rather than to providers is purely a political stance with no benefits to either party, just a further bureaucratic burden to employers.

In fact for independent learning providers, it will mean a substantial reduction in funding as they will have to charge employers VAT and pass it on, almost in full, to the government.

This can only mean a reduction in service and therefore quality or more providers withdrawing from apprenticeship delivery.



MAUREEN EVANS-OLSEN

International skills development manager, Find a Future

From learner to training manager to college — EuroSkills delivers more than just medals

While TeamUK’s impressive haul of medals at EuroSkills steals the headlines, the benefits of competing run much deeper, explains Maureen Evans-Olsen.

Winning isn’t everything; but wanting to is, according to Vince Lombardi.

The phrase has certainly stuck and looking at the jubilant celebrations that took place at the closing ceremony of EuroSkills Lille 2014, it seems Lombardi might have been onto something. The passion and hunger for success was evident in every young person present.

Of course, no-one would turn down a medal and the UK is continuing its success in performing well at international skills competitions.

At EuroSkills Lille 2014, which took place from October 1 to 5, the UK won three gold medals, six silver medals and three medallions for excellence in skills ranging from automobile technology and mechanical engineering CAD to visual merchandising and hairdressing. This result placed the UK fifth in Europe.

However, the value of entering international skills competitions lies not only in winning that celebrated gold medal, but in sharing the knowledge of how the success was achieved.

“Training managers are able to transfer their knowledge, experience and new techniques learned to their lectures and classes at the colleges where they teach

By assessing the way all of the 450 young skilled workers from 25 countries in Europe prepared for and performed at EuroSkills, we are able to benchmark the apprenticeship programmes in this country against those in other countries.

Analysing the way each country addresses the tasks set in the competition and the criteria for assessment and marking offers real insight into how standards in apprenticeships and training can be raised.

It is this attention to detail in the assessment that supports our ambition for

apprenticeships to be world class, ensuring that the programme is rigorous, responsive and meets the needs of employers and the future economy.

All of the 21 members of TeamUK for EuroSkills Lille 2014 were part of Squad UK for WorldSkills São Paulo 2015 and were supported in their training for the competition by dedicated training managers.

The 21 competitors were at the beginning of their development programme and were all eager for success.

The role of their training manager was to prepare and deliver a detailed training and development programme based on their knowledge and experience of the skill.

Their experience comes from working with the countries and regions who are members of WorldSkills and of their knowledge garnered from the high class apprenticeship programmes in this country and others.

The competitor journey starts with a series of regional and national competitions where the ultimate goal is a gold medal in the WorldSkills UK national final competitions held at The Skills Show each year.

When a competitor reaches this pinnacle in the UK they may be selected for a place in Squad UK which affords them a specialist development programme, a dedicated training manager and an opportunity to be selected for TeamUK.

Training managers work with Squad and TeamUK to guide their development and raise their performance to an equivalent level six and beyond, however it is not just the competitors that benefit from this training.

The training managers are able to transfer their knowledge, experience and new techniques learned to their lectures and classes at the colleges where they teach.

Building on the work from the expert network of training managers, the Association of Colleges recently launched the WorldSkills vocational masterclass programme.

The aim of this programme is to demonstrate that the coaching and higher level teaching strategies used to train the WorldSkills competitors can provide all learners and teaching staff with an opportunity to achieve success through a world-class education and training system.

Through the collective success in the WorldSkills UK national competitions and WorldSkills international competitions, Find a Future is inspiring young people about the different careers that exist and providing them with the chance to unlock their potential and get excited about the world of work.

Visit www.theskillsshow.com to register for *The Skills Show, which takes place from November 13 to 15, at the NEC Birmingham.*

Functional Skills could have been saved from the qualifications scrapheap with Skills Minister Nick Boles having revealed hopes for them to become “legitimate, valid, respected and admired”. Roger Francis looks at how this might be achieved.

The government’s decision to change its policy on Functional Skills, which was reported in *FE Week*, will be warmly welcomed across the sector.

It would appear that in Nick Boles we have a Skills Minister who is prepared both to learn from and to listen to the opinions and concerns of a broad cross-section of individuals and organisations within in the vocational training arena.

I was particularly impressed that the Minister seems ready not simply to passively reinstate Functional Skills alongside GCSEs, but wants to actively promote the qualifications.

That being the case, I believe there are four areas he needs to address if Functional Skills are to have a significant impact on the huge skills crisis that we face in the UK.

Firstly, in order to attract quality provision, he needs to ensure that Functional Skills are fairly and adequately funded.

The current system is unduly complicated with different rates for delivering the same qualification to different groups of learners.

For example, employers are expected to contribute 50 per cent towards the cost of delivering functional skills within the apprenticeship framework. However in practice, this rarely happens, thereby making



ROGER FRANCIS

Director at Creative Learning Partners Ltd

A four-pronged approach to turning around the fate of Functional Skills

delivery of arguably the most challenging component of the frameworks, commercially unviable.

The government is proposing to “fully fund” Functional Skills within the trailblazer programme, but the proposed funding of £471 per outcome is again woefully inadequate, especially compared to the funding available for GCSEs. This situation will have to change.

Secondly, there needs to be an effective campaign to promote Functional Skills within the business community. While companies who run apprenticeship programmes fully understand their value and benefits, the vast majority of employers who are yet to engage with apprenticeships, are often blissfully unaware that the government will fully fund standalone maths and English qualifications.

Yet, as we have found when working with a number of clients, these standalone programmes can have a significant impact on raising the overall skill levels within an organisation and transform the lives of

learners who participate.

Thirdly, the government needs to encourage innovative approaches to the delivery of Functional Skills.

Many of the learners we support regard themselves as failures when it comes to maths and English.

Our first job is often to simply restore their confidence and to persuade them to re-engage in the learning process. You will not achieve that simply by using the same methods which, for whatever reason, have failed before.

We should be looking to use platforms such as mobile with which they are familiar and to incorporate concepts such as collaborative learning and gamification.

But at the same time, technology alone cannot solve the skills crisis.

We need to ensure that practitioners, who provide essential mentoring and coaching, are provided with effective ongoing support and development opportunities.

Finally, I was pleased to see that the

Minister intends to ask Ofqual to carry out a rigorous review of Functional Skills.

I have no doubt that the qualifications have already had a significant impact, particularly compared to their predecessors such as Key Skills and Skills for Life. However, there is clearly room for further improvement.

I believe there are opportunities to further embed the qualifications into the new apprenticeship frameworks and we should look at extending the current range of courses through to level three in line with the move towards higher level apprenticeships.

There needs to be an effective campaign to promote Functional Skills within the business community

There is also a need to look again at the ICT qualification, which remains the “forgotten” Functional Skill, and understand why uptake of this important programme has been so patchy.

Taken alone, none of these proposals will have a significant impact but as a package, I believe they will provide the basis for ensuring that Functional Skills genuinely become the gold standard for basic skills within the workplace.

FE Week & Me

PHOTOGRAPHY COMPETITION

OPEN TO ALL FE STUDENTS



NOW OPEN

IN PARTNERSHIP WITH





WWW.FEWEEK.CO.UK

Our annual *FE Week* and Me photography competition is back and once again FE Week has teamed up with NCFE and the Royal Photographic Society to hunt for stunning pictures that depict student life in the FE and skills, through the eyes of students.

TWO CATEGORIES

This year there are two levels of entry: photography student and non-photography student. Entrants will be in with a chance of winning some stunning prizes and the chance to shadow a high-profile professional photographer.

The competition is open to anyone studying within the FE and skills sector.

Our readers will vote for the winner, which will be announced in November.

To enter simply email your entry by the November 20, along with with your name, college or independent learning provider, course details and whether you are entering as a photography or non-photography student.

We look forward to seeing entries.

DEADLINE ENTRY: OCTOBER 20, 2014

EMAIL: FEWEEKANDME@FEWEEK.CO.UK TO RECEIVE FURTHER INFORMATION

College team rebuilds ‘Charge of the Light Brigade’ cannon

Staff and students from Somerset’s Bridgwater College rebuilt a replica of a cannon taken from Russia’s Crimean Peninsula 160 years ago following one of the British Army’s infamous military disasters, writes Paul Offord.

Rebuilding one of their town’s most famous landmark, was a labour of love for a dedicated team from Bridgwater College’s engineering and construction departments. A cannon had stood on the junction of Bath Road and Bristol Road in Bridgwater, Somerset, since 1857. It had been taken from enemy Russian forces three years earlier following the doomed advance of British cavalrymen that Lord Alfred Tennyson described

in his famous poem ‘The Charge of the Light Brigade’.

It is thought that the original cannon was melted down for munitions during the First World War, but it had become so badly damaged by weather erosion that it was removed by Sedgemoor District Council eight months ago and handed over to the Somerset college to be restored.

And staff and students who worked on the project quickly realised it was too badly eroded to be saved, so they crafted a replacement cannon and wooden stand matching the original design and measurements.

The team included advanced engineering learner Tom Greenwood, aged 26, level two engineering learner Bradley Edwards, 21, and level two bench joinery

learners Harry Maddock, Connor Coles, Corey Simms and Lukas Stacey-Evans, all 17, and Matt Freitas, 18.

Staff members involved included engineering technician Lyle Durrant, carpentry technician Jeff Arlidge and engineering workshop manager Geoff Fish.

Harry said: “It seemed to take forever to get the old bolts off but it was worth it.

“Seeing the cannon back on the roundabout made me proud to think we had worked on such an important historical local landmark.”

The cannon was originally installed by the council as a gesture of thanks to local resident Denis Heron, a soldier from the fourth light dragoons who survived the charge, which took place during the Battle of Balaclava on October 25, 1854, in Russia’s Crimean Peninsula.

Confused orders led to around 670 members of the British light cavalry force charging at heavily armed Russian forces.

They did not gain any territory and around 245 British servicemen were killed.

Mr Fish said: “The project was really interesting because it meant using a range of engineering skills such as lathe, milling, welding and hand-fitting to replace broken parts.

“We had to take it apart first to see how bad the damage was and get measurements for all the individual parts that needed replacing.”

The college did not charge for labour and the replacement materials only cost the council £900.

Derrick Cox, who managed the project for the council, said: “We would like to thank the students and lecturers from Bridgwater College who gave their time to complete this project.”

Learner Tom Greenwood working on a metal bolt

Learner Lukas Stacey-Evans working with an electric router

Carpentry technician Jeff Arlidge holding a photo of the old cannon next to the new frame. Inset: The cannon after it was re-installed on the roundabout

FEATURED CAMPUS ROUND-UP



Your weekly guide to who’s new and who’s leaving

MidKent College acting principal Simon Cook is to continue in the role until August next year following the death this summer of Sue McLeod, it has been announced.

Mr Cook was appointed acting principal in July after the death of mum-of-one Ms McLeod at the age of 53.

College governors have ruled that he will remain in the post until next summer to “allow the college the space and time to settle after losing Sue.”

Ms McLeod, who joined the college as a travel and tourism lecturer in 1993 before climbing the ranks to deputy principal and then principal, had been diagnosed with a brain tumour the month before her death.

Mr Grix’s contract as part-time chief executive and the College’s chief accountable officer will also be extended to August 2016. It is planned to advertise for a permanent principal at Easter next year.

Governors’ chair Sheila Potipher said: “We feel that this option will allow the college the space and time to settle after losing Sue and is the best strategy for ensuring our

future success.

“With our highest-ever enrolments this September, we are looking forward to a bright positive year ahead for our students and staff.”

A restructure of the executive and senior management teams at Abingdon-based independent learning provider Qube Learning has resulted in Joe Crossley’s appointment as commercial director.

Mr Crossley said: “I’m delighted to have been given the opportunity to work for Qube. I’ve been involved with them in several capacities over the last three years and look forward to working with the rest of the executive and the management team to support the business to achieve its goals in the future.”

Debbie Gardiner, chief executive at Qube Learning, which was rated as good by Ofsted at its last inspection, in 2010, said: “I’ve known Joe for some time and am absolutely delighted that has decided to join Qube.”

She added: “Joe will work closely with me and the other directors to bring about change and continuous improvement across the organisation.”



Simon Cook



Sue McLeod



Stephen Grix



Joe Crossley

If you want to let us know of any new faces at the top of your college, training provider or awarding organisation please let us know by emailing news@feweek.co.uk



WHO COULD YOU BE TOMORROW?

#OPENDOORS

Year 11+? Meet employers and find out what doors are open to you. Our Employer Speed Dating sessions take place every hour on our stand.

THE SKILLS SHOW
THE NEC, BIRMINGHAM
13 - 15 NOV 2014





London Borough of

Redbridge

Head of Funding and Contracts

Salary: £35,250 - £39,800

Redbridge Institute is a thriving provider of adult skills and community learning with high expectations for all our learners. We are seeking a confident, experienced and forward thinking senior manager with a comprehensive understanding of SFA and EFA funding methodology, strong analytical, data and IT skills and the ability to present ideas and information clearly.

The successful candidate will have excellent communication skills, contribute to shaping our curriculum strategy and foster positive relationships both within the Institute as well as with partners and subcontractors.

This is a permanent full time post within our Senior Leadership Team.


Please send your completed application form with a covering letter saying why you feel you would be suitable for this post to:
Debby Venner, Customer Service & Staffing Team Leader, Redbridge Institute, Gaysham Avenue, Ilford, IG2 6TD

Application forms and Job description are available on our website:
www.redbridge-iae.ac.uk or by calling **020 8550 2398**

Closing date for applications – 12 noon on Monday 3rd November 2014.

Interviews likely to be held during the week of 17th November 2014.

Student
Employability
Toolkit



Student Employability Practitioner

£500 per 2 day review (plus expenses) Self-Employed Contractor

The MindSet group, on behalf of The SET, is currently recruiting for Student Employability Practitioners on an ad-hoc basis. The MindSet is a group of colleges, alongside The REED NCFE Partnership, who exist to improve the employability provision within the sector. The Student Employability Toolkit has been developed as a tool for whole-college employability review.

The Student Employability Practitioners will be responsible for performing the review in colleges and producing a report from the data collected, which the college can then use to design a strategy to further their success in increasing learner employability.


We're looking for someone with experience of working at a senior level within an FE college, preferably having had experience of employer engagement responsibility, and experience within the area of learner employability.

The successful candidate will have this experience, be an excellent communicator, and be IT literate.

The role will involve some travel and will require a commitment of minimum 10 days per academic year carrying out the two-day reviews, plus a compulsory training session.

If this is you, then please send your CV to **jobs@reed-ncfe.org.uk** by **12noon on Friday 24 October 2014**.
For further information, please contact **Matt Brown, HR Manager** on **0191 605 3304**, or visit our website at: **www.reed-ncfe.org.uk/careers**
Please note that if successful you will need to be available for one of the following dates:
Wednesday 29 October in Newcastle upon Tyne
Thursday 30 October in Central London

The successful applicants will be required to attend an all day training event on Tuesday 2 December 2014.





Bexley College

Inspiration for your future

Head of Employer/Partnership Development

£43,327 to £48,764 per annum

Ref: 071415

These are exciting times for Bexley College as we were graded as good at our last inspection in 2014 and we move in to a brand new state of the art campus in Erith. If you believe that you can make a difference so that our students succeed and progress and help us on our journey to become outstanding then this is the College for you.

We are seeking to appoint a passionate, innovative and inspiring leader to manage our Work Based Learning provision. You will have experience of proactively identifying, developing and obtaining new business partnerships with a variety of people and business sector leaders generating new income streams from the delivery of customised, responsive and bespoke education/training provision.

This is an exciting opportunity for an ambitious and highly driven individual to work at senior level within the organisation to influence, shape and ensure our continued growth.


You will have a demonstrable track record of success as well as energy, enthusiasm and creativity in order to explore opportunities to develop our ambitious growth plans

If you have the skills and experience and would like to be part of our exciting future we would like to hear from you. To discuss this role in further detail please contact Graham Guest, Vice Principal – Curriculum and Quality on 01322 404031.

Bexley College is committed to the safeguarding of vulnerable adults and all posts are subject to an enhanced DBS disclosure prior to starting employment. The College looks to positively promote equality of opportunity and welcomes applicants from all sections of the community.

If you feel you have the qualities we are asking for and are looking for a new and exciting challenge then please apply online at www.bexley.ac.uk. Alternatively, you can email us at hr@bexley.ac.uk. Please note the College does not accept CV's only.

Closing Date: Monday 20th October 2014



CHRIST THE KING

SIXTH FORM COLLEGE

20th Anniversary

A Tradition of Excellence 1994-2014

Christ the King is a highly successful and heavily oversubscribed Catholic sixth form college located on three sites in south east London. We specialise in meeting the needs of sixth form students, and have an established track record of excellent examinations success. We have Category A financial status and have been recognised by Ofsted as delivering outstanding quality of provision.

SUBJECT COORDINATOR OF HISTORY AND POLITICS (Sidcup Site)



Available January 2015. Permanent, full-time. Salary £37,939 - £43,176 pa inclusive

The College is seeking an outstanding practitioner of History to co-ordinate the History and Politics Curriculum at the Sidcup site. The successful candidate will be expected to provide specialist subject leadership, ensuring high quality teaching and learning is delivered consistently across the provision, and to commit to the ethos and wider life of the College.

Please see Vacancies at Christ the King Sixth Form College at **www.ctksfc.ac.uk/vacancies** for further details and an application form.

Closing date: 4 pm on Monday 20th October 2014.
Interviews Wednesday 22nd October 2014.

Christ the King Sixth Form College
email: recruitment@ctksfc.ac.uk
website: www.ctksfc.ac.uk





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CALDERDALE COLLEGE



INSPIRING LEARNERS TO SUCCEED IN LIFE & IN WORK



Principal and Chief Executive

Competitive salary plus benefits • West Yorkshire

Calderdale College is the largest provider of further education and work-based learning, and the sole provider of higher education awards, in the Metropolitan Borough of Calderdale, West Yorkshire. We serve a diverse local community in Calderdale and attract students from neighbouring boroughs who come to our college for its warm and friendly atmosphere and student-centred approach. We bring strong links with a wide range of employers and play a central role in the regional skills agenda. Our mission is to inspire our learners to succeed in life and work and, earlier this year, Ofsted recognised Calderdale as a good college with outstanding features - we are on a clear upward trajectory and we continue to set high expectations of our learners and staff.

We are now seeking to appoint a new Principal and Chief Executive who can build on our success to date and ensure that the college continues to evolve and is well-positioned to meet the challenges of a dynamic sector.

With an outstanding track record of leadership and management, ideally gained in an education or training environment, you will bring the strategic skills to ensure that our college is robust and fit for the future, and the commercial and enterprise skills to think innovatively about new business opportunities. You will bring a track record of delivering continuous quality improvement and will be an outstanding communicator, committed to a visible, open and transparent style of leadership. You will be adept at managing external relationships, with

experience of working in partnership to deliver creative opportunities for learners. Above all, you will bring a passion for learning and the ambition to deliver even greater success at our college.

To find out more, please visit **www.calderdalecollegeleadership.com**

For an informal and confidential discussion, please contact our advising consultants at GatenbySanderson, **Paul Aristides** on **020 7426 3987** or **Elliott Rae** on **020 7426 3964**.

Closing date is noon on Monday 27 October 2014.



Vice Principal required for Stanmore College

"a very inclusive, safe and welcoming environment"

We are looking for a talented and experienced FE practitioner to be our new vice-principal for quality improvement and teaching development. You will need a rigorous approach, passion for quality, an eye for detail and an absolute commitment to helping students achieve their goals.

This small and friendly college on the outskirts of north London combines a large 16-18 intake with significant numbers of adult learners and offers programmes from level 1 to 6.

If you are interested in this post please telephone for our job pack or look online at **www.stanmore.ac.uk/VP**


Closing date for applications is 12pm on Thursday 30th October.

Selection tasks and interviews will be held on Thursday 6th November.

The salary for this post is circa £70,000 per annum.



Elm Park, Stanmore, Middlesex HA7 4BQ Tel:020 8420 7739 www.stanmore.ac.uk



Excellent opportunity to be part of a successful college...

Havering College of Further and Higher Education is an innovative and successful community based College, operating across three main sites on the borders of Essex and East London. With an income of £33 million, we offer a broad curriculum to around 10,000 students across a range of vocational areas and we are one of London's largest providers of Higher Education within the FE sector.

Assistant Principal-Academy of Arts and Sciences
Full time, Permanent 36 hours per week/52 weeks per year
Salary Circa. £70k

The College is seeking an experienced manager, with highly developed teaching and learning skills, to provide strategic leadership and to lead, motivate and inspire the Associate Principal and Heads of School to deliver excellence throughout the Faculty. The Faculty offers a wide curriculum from entry to Level 5 in FE and HE curricula including Creative Arts, Social and Community Care, Social Studies, GCSEs, Foundation and Community Studies, Hair and Beauty, Hospitality, Sport, Health Counselling and Public Services across the Quarles and Ardleigh Green campuses.

With a commitment and passion to deliver key strategic priorities of excellence in teaching, learning, assessment, success, enterprise and employability you will demonstrate a respectful and inclusive attitude to learners and colleagues.

The understanding of FE and HE funding streams is key as is proven leadership and management experience in at least one of the curriculum areas within the Faculty including the management of large and complex budgets.

Associate Principal-Academy of Arts and Sciences
Full time, Permanent 36 hours per week/52 weeks per year
Salary Circa. £55k

As a self-motivated individual with a good track record of improving the quality of Teaching, Learning and Assessment, you will be responsible for maintaining excellent quality assurance systems across the faculty leading to an outstanding learning experience for our learners.

Responsible and accountable for the development of personalised learning, increasing success rates, effective management of programmes and leading and developing the external profile of the faculty, you will need to have strategic vision to take the Faculty and the College forward.

For this challenging but rewarding role, you will need to be self-motivated and organised with excellent interpersonal skills. You will be a highly qualified professional, hold a teaching qualification as well as appropriate professional qualification(s). A management qualification would be a bonus.

Working with the Assistant Principal, you will provide academic and business leadership and management and must have the ability to lead and manage staff and be able to inspire others to reach their full potential.

Head of School-GCSEs, Science, English and Maths
Full time, Permanent 36 hours per week/52 weeks per year
Competitive Salary

Enthusiastic, energetic and experienced, you will lead and manage a team delivering GCSEs, Access courses and BTECs in Science, English and Maths to ensure all our students receive a stimulating, exciting and successful experience which enables them to progress on to Higher Education or employment. As an experienced teacher and manager, you will be able to demonstrate your commitment to ensuring students reach their potential. Your proven ability to manage staff as well as tasks at a high-level is also required. Your excellent organisational and interpersonal skills along with the ability to initiate, manage and implement new developments will ensure the success of this area.


For more information see our website www.havering-college.ac.uk or e-mail hr@havering-college.ac.uk or call Tel: 01708 462854.

Unfortunately, CVs alone will not be accepted as a formal application for this post.


Closing date: Friday 17 October 2014

The College is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, or pregnancy and maternity.

The successful applicant will be required to obtain a satisfactory Enhanced Disclosure and Barring Service check before taking up this post.



www.havering-college.ac.uk



Developing world class talent

Creative Skillset’s mission is to lead the UK Creative Industries’ skills and talent drive, partnering with our industries, so that they have the right people, with the right skills at the right time to be globally competitive. Our Development Team design and create a range of solutions to enable our media, entertainment, publishing and fashion industries to flourish.

Development Manager (1 year fixed term contract initially)

You’ll create new industry standards, make vocational qualifications even better and help forge new higher apprenticeships within Higher Education. You’ll work with FE, HE, Awarding Organisations and regulatory bodies on a variety of projects and work with the wider team to design solutions in response to employer demand. You’ll have a particular brief for Higher Education work.


Find out more at http://creativeskillset.org/about_us/jobs_at_creative_skillset

Creative Standards Development Manager

As part of our work in supporting our industries, we’re leading a project to redefine and represent key skills standards (competencies, knowledge and skills) for the 21st Century. You’ll work with partners to come up with six ‘next generation’ Standards packages that will aim to enable industry to solve major skills gaps.

Find out more at http://creativeskillset.org/about_us/jobs_at_creative_skillset

Teacher in GCSE English



Teacher in GCSE English (0.5 FTE)
Start Date: ASAP
Pro-Rata Salary: £11,773 - £16,757 (dependent upon skills and experience)

City College Coventry are currently recruiting for a permanent English (0.5 FTE) teacher to join the School of English and Maths. We are looking for enthusiastic and motivated qualified teachers with relevant experience of teaching English at GCSE level in a school or FE environment.


Candidates must have:

- Level 2 Maths and English Qualifications
- Degree Level Qualification
- Level 5 Teaching Qualification e.g. PGCE/Cert Ed/DTLS or equivalent
- Experience of teaching in a school or FE environment

Closing Date: Monday 20th October 2014

For your application to be considered, please complete the online application form and attach a completed "Person Specification Matching Form" as a part of your online application. Please ensure that all relevant sections of your application, i.e. Job History, Qualification and Referees are fully complete.

JOB



LECTURER (ENGLISH: FUNCTIONAL SKILLS AND GCSE)
LECTURER (MATHEMATICS: FUNCTIONAL SKILLS AND GCSE)

Location: Bletchley and Chaffron Way Campus, Milton Keynes
Hours: 37 hours per week, 52 weeks per year
Salary: £17,662 - £31,941 per annum
Closing Date: 22nd October 2014

Milton Keynes College is values led organisation - Integrity, Excellence, Inspire, Respect, Innovate. Milton Keynes College is a leading Further Education College providing a comprehensive range of vocational, academic, professional and higher education courses. The College also delivers the Offender Learning and Skills Service (OLASS) Phase 4 contracts for East Midlands, West Midlands and South Central, providing education to 30 prisons across these 3 regions.

Two Exciting Opportunities....
Be part of these exciting opportunities to join the Faculty of Creative and Service Industries at Milton Keynes College. We are looking for a teacher to teach English and a teacher to teach Maths on campus based and Apprenticeship programmes. We welcome applications from those with teaching qualifications and experience but we are also prepared to consider other applicants who show potential to be excellent teachers.

There is scope for these role to both be split into two part-time posts, so candidates who can only offer one of the subject areas are welcome to apply

As a successful candidate you will have:

- Have a degree or equivalent in an appropriate subject
- Have a teaching qualification (desirable)
- Have experience of teaching at this level and/or demonstrate potential to become an outstanding teacher
- Have good written and verbal communication skills
- Have good IT skills




For further information
Visit: www.mkcollege.ac.uk/jobs | Email: recruitment@mkcollege.ac.uk | Follow us @MKCollegeJobs

Jobs at Milton Keynes College - Whatever your Direction


We want to develop a more diverse workforce and positively welcome applications from all sections of the community

Milton Keynes College is committed to promoting the safety and welfare of children, young people and vulnerable adults. All positions therefore require a DBS check.

The College is proactively committed to Sustainable Development through the learning opportunities it delivers, its management of resources and its engagement with communities



HARTLEPOOL COLLEGE OF FURTHER EDUCATION
An Equal Opportunities Employer



APPOINTMENT OF PART-TIME LECTURER – MATHS
[TEMPORARY]

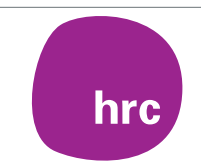
Hartlepool College of Further Education seeks to appoint an enthusiastic and proactive Lecturer who can offer teaching and curriculum development in Maths for level 1 and 2 functional skills. The College was recently judged as being ‘good’ by Ofsted (April 2014) and now it turns its attention to becoming outstanding. This exciting opportunity offers an enthusiastic, ambitious and committed individual the chance to join this forward-looking college as it embraces change and strives to become an outstanding further education college.

Applicants should have relevant experience together with advanced professional qualifications. Applicants must possess or be willing to obtain a teaching qualification, and be prepared to work in a team.

Salary up to £33,516 per annum

For full details and application forms please go to www.hartlepoolfe.ac.uk/jobvacancies , or contact the Head of Personnel on 01429 857141. Completed application forms must be returned by 12 noon Friday 17th October 2014.

This appointment will be subject to an Enhanced CRB Disclosure.



Lecturers in English
Full time, part-time and hourly paid opportunities. Broxbourne and Ware Campuses.

Hertford Regional College

Would you like the opportunity to join a central, supportive, English and Maths team of high performing subject specialists?

Are you passionate about collaborative working across College to increase learners' success in both their English and in their chosen vocations?

Yes? Then we'd love to hear from you.

Who are we looking for?
Our ideal candidate will be a qualified teacher with previous experience teaching English in the FE sector. You will have demonstrable ability in building relationships at all levels across the College, as well as within the English and Maths team.

You already use a variety of different, innovative and engaging teaching techniques, and are able to inspire trust and confidence in your students. You are brave enough to step outside of the box and try new approaches that challenge your students – and perhaps yourself.


If you believe that you play a key role in inspiring your learners and increasing their life opportunities, then please **apply today**

More information

Hours: Full time is 36 hours per week, Monday to Friday
Salary: £25,650 - £32,700 plus £1,000 market forces allowance pro rata per annum
Annual Leave: A generous holiday entitlement of 42 days per annum plus all public and bank holidays (pro rata for part time staff)
Hourly paid: £21.54 plus holiday pay
Closing Date: 16th October 2014 @ noon
Assessment day: 24th October 2014.

To find out more about our vibrant, dynamic FE College and to apply for this and other opportunities in the department of Maths and English please visit www.hrc.ac.uk

HARTLEPOOL COLLEGE OF FURTHER EDUCATION
An Equal Opportunities Employer



APPOINTMENT OF PART-TIME LECTURER – ENGLISH
[TEMPORARY]

Hartlepool College of Further Education seeks to appoint an enthusiastic and proactive Lecturer who can offer teaching and curriculum development in English across level 1 and 2 functional skills. The College was recently judged as being ‘good’ by Ofsted (April 2014) and now it turns its attention to becoming outstanding. This exciting opportunity offers an enthusiastic, ambitious and committed individual the chance to join this forward-looking college as it embraces change and strives to become an outstanding further education college.

Applicants should have relevant experience together with advanced professional qualifications. Applicants must possess or be willing to obtain a teaching qualification, and be prepared to work in a team.

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This appointment will be subject to an Enhanced CRB Disclosure.

OPEN THE MIND

THAT LEARNS THE SKILL THAT MAKES A CAREER



Here at OCR, we work with you and employers to create relevant and skill-based qualifications. They can help empower your learners to develop the skills they need for future employment and life.

Our range of vocational qualifications is proven to not only support people's education, but also raise their confidence and aspirations for the future.

It is only by continuing to work together that we can ensure the future workforce is armed with the skills required to move their careers forward and become empowered individuals and employees.

Visit ocr.org.uk/vocational to empower your learners

Quality Vocational Qualifications, Cambridge Style



OCR
Oxford Cambridge and RSA

FE Week Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

1	4	7	2	3	5	9	8	6
8	3	9	1	7	6	2	5	4
6	5	2	4	9	8	3	7	1
3	2	1	7	5	4	6	9	8
5	6	8	3	2	9	1	4	7
9	7	4	8	6	1	5	2	3
2	9	3	6	4	7	8	1	5
7	8	5	9	1	3	4	6	2
4	1	6	5	8	2	7	3	9

Difficulty:
EASY

Last Week's solutions

		8	1		7	4		
	2						3	
			7		4			
	3	1	2		9	5	7	
7	8	2	3		5	9	1	4
		7	8	2	6	1		
		9		7	3			
1	5		9		8	6		

Difficulty:
EASY

4	8	1	2	3	6	5	7	9
9	3	5	1	4	7	2	6	8
7	2	6	5	8	9	4	1	3
3	9	8	6	1	4	7	5	2
2	5	4	9	7	8	1	3	6
6	1	7	3	2	5	8	9	4
5	7	3	8	9	2	6	4	1
8	6	9	4	5	1	3	2	7
1	4	2	7	6	3	9	8	5

Difficulty:
MEDIUM

	5		9				7	
	4	8						
7			5		6	4		
1	6	7	8	3				
					1	2	3	4
		6	2		9			8
						2	9	
8				3		5		

Difficulty:
MEDIUM

Solutions:
Next week

Spot the difference to WIN an FE Week mug!



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.

Last week's spot the difference winner was Bronwen Davies-Morris (pictured) — the 13-year-old daughter of Huw Morris, director of skills, higher education and lifelong learning, at the Welsh Government. His 10-year-old daughter, Nesta, won spot the difference way back on edition 103.

